

## **LIFE CONNECTIONS**

**Course Description:** *Life Connections* is a course designed to assist students in making a successful transition from high school into the post high school environment. Students will be empowered to take action for the well-being of themselves and others as they effectively manage the roles and responsibilities created by family, career and community interactions.

The role of communication in establishing and maintaining healthy interpersonal relationships is emphasized. Skills related to decision making, problem solving, critical and creative thinking, technology, and workplace readiness practiced in *Life Connections* will provide students with an understanding of how to plan for and manage careers in an ever-changing workplace.

*Family, Career and Community Leaders of America (FCCLA)*, the co-curricular student organization, provides students with opportunities for leadership development, personal growth and school/community involvement.

**Pre-Requisites:** None

**Recommended Credit(s):** 1

**Recommended Grade Level:** 11-12

## **Life Connections**

### **Course Standards**

- Standard 1.0** Evaluate factors that impact adult roles and responsibilities.
- Standard 2.0** Examine the communication process.
- Standard 3.0** Evaluate the role of communication in establishing and maintaining healthy relationships at home, work and the community.
- Standard 4.0** Evaluate management practices related to human, economic, and environmental resources.
- Standard 5.0** Assess personal traits and employment requirements to prepare for a successful work experience.
- Standard 6.0** Demonstrate strategies for entering the work force.
- Standard 7.0** Evaluate strategies for job retention.
- Standard 8.0** Demonstrate skills required for assuming adult leadership roles in a global community.

**Life Connections**  
**Course Standards and Expectations**

**Standard 1.0 Evaluate factors that impact adult roles and responsibilities.**

**Expectations and Performance Indicators:**

- 1.1 Analyze skills and processes essential to functioning as an adult.
- 1.2 Assess the interdependency of decisions upon goal attainment.
- 1.3 Examine potential roadblocks to adulthood and determine how responsible decisions can circumvent and resolve problems.
- 1.4 Analyze the impact of multiple roles of family members on family communication.
- 1.5 Evaluate methods of balancing the multiple roles of family member, wage earner and community member.
- 1.6 Examine physical, mental, social and emotional changes that occur during the aging process.

**Standard 2.0 Examine the communication process.**

**Expectations and Performance Indicators:**

- 2.1 Explain the communication process.
- 2.2 Demonstrate appropriate uses of verbal and nonverbal communication.
- 2.3 Explain the levels of communication.
- 2.4 Demonstrate communication skills that contribute to positive relationships in the family, workplace and community.

**Standard 3.0 Evaluate the role of communication in establishing and maintaining healthy relationships at home, work, and the community.**

**Expectations and Performance Indicators:**

- 3.1 Analyze the effect of personal values, attitudes, skills and behavior on interpersonal communications.
- 3.2 Examine techniques that will promote effective personal communication.
- 3.3 Communicate a caring, respectful attitude for others within a diverse community.
- 3.4 Evaluate conflict prevention and management techniques.
- 3.5 Demonstrate group communication techniques in the family, workplace and community.
- 3.6 Establish and implement goals for improving personal communication with others.

**Standard 4.0 Evaluate management practices related to human, economic, and environmental resources.****Expectations and Performance Indicators:**

- 4.1 Determine types of resources and considerations for responsible use.
- 4.2 Explain how stress management promotes physical and mental health of family members across the life span.
- 4.3 Evaluate the role of personal management in maintaining good health and wellness.
- 4.4 Demonstrate management of personal and family resources.
- 4.5 Analyze the relationship of the environment to family and consumer resources and develop a plan for implementing “green” practices.

**Standard 5.0 Assess personal traits and employment requirements to prepare for a successful work experience.****Expectations and Performance Indicators:**

- 5.1 Evaluate interests, abilities and personal priorities related to employment.
- 5.2 Examine personal employability skills.
- 5.3 Collect useful information about occupations and careers.
- 5.4 Perform a job search and recognize what qualifications employers in general are seeking.
- 5.5 Analyze the effects of career choice on lifestyle.

**Standard 6.0 Demonstrate strategies for entering the work force.****Expectations and Performance Indicators:**

- 6.1 Formalize a career goal and plan.
- 6.2 Examine the concept of lifelong learning.
- 6.3 Compose acceptable forms of written and verbal communication used for job attainment.
- 6.4 Prepare an electronic job credential portfolio for a personal career goal.
- 6.5 Analyze and practice successful job interview strategies.

**Standard 7.0 Evaluate strategies for job retention.****Expectations and Performance Indicators:**

- 7.1 Evaluate appropriate and inappropriate methods of interacting with others in the workplace.
- 7.2 Analyze messages communicated through personal appearance and social behavior in the workplace.
- 7.3 Demonstrate attitudes and values that will help an individual become more productive.
- 7.4 Formulate career advancement tactics and techniques.
- 7.5 Explore multiple career paths and career development strategies for a continuously changing workplace.

**Standard 8.0 Demonstrate skills required for assuming adult leadership roles in a global community.****Expectations and Performance Indicators:**

- 8.1 Evaluate issues affecting individual, family and community well-being on the local, national and international level.
- 8.2 Apply leadership, citizenship and teamwork skills as an integral part of classroom activities.
- 8.3 Examine the importance of networking with others.
- 8.4 Evaluate the impact of individual and group actions in the global community.
- 8.5 Use the FCCLA planning process to plan a service project.